

Miami-Dade County Public Schools

Brownsville Middle School



2018-19 Schoolwide Improvement Plan

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Brownsville Middle School

4899 NW 24TH AVE, Miami, FL 33142

<http://brownsville.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	D	F	F*

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to build a culture of achievement and excellence via personal and academic growth. As leaders in this movement, we will cultivate students' abilities to think critically, communicate effectively, and tip the scales of justice to create a community of equality. In order for our students to grow to be the independent and diverse citizens that they are capable of being, we will instill a daily sense of urgency; promote deep analysis of issues through rigorous lessons; and integrate deep character development into our interactions with our students. Ultimately, our students will leave our school charged as courageous leaders who will enable and uplift others in their community to be agents of change.

Provide the school's vision statement.

We, the staff and community of Brownsville Middle School, pledge to build a tradition of excellence through nurturing teachers who will challenge every student academically to be better today than they were yesterday, while building positive teacher/ student relationships that promotes community, pride, and unity.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Miller, Marcus	Principal
Parrimore, Keith	Assistant Principal
Hope, Tarvaneisha	Other
Smith, Marsha	Instructional Coach
Jones, Lisa	Other
Crystal, Brandi	Instructional Coach
Scavella, Jodye	Assistant Principal
Beal, Cory	Other
LaFrance, Renette	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

- Principal, Marcus Miller: As the school's instructional leader, Mr. Miller provides a mission and shapes a vision for academic success for all students. Data is utilized to drive decision-making, cultivate leadership in others, and provide the appropriate curriculum offerings. Mr. Miller establishes high expectations for all students, and ensures that the school-based team is implementing Multi-Tiered System of Supports (MTSS) and the appropriate Response to Intervention (RtI).
- Assistant Principals, Keith Parrimore and Jodye Scavella: The Assistant Principals assist the principal in implementing the vision and mission for the school. They ensure the fidelity of the RtI model by monitoring and evaluating the following: instructional staff's implementation of tiered

instruction, process of administering assessments, and the alignment of professional development with faculty needs.

- Success Coach, Lisa Jones: The Success Coach supports the principles of positive reinforcement and instruction of appropriate social behaviors. The Success Coach utilizes a district provided curriculum based around citizenship and engagement. Behavior is analyzed and interventions are strategically implemented in order to improve school climate, overall student behavior, increase test scores, and reduce referrals and suspension rates.
- Transformation Coaches, Marsha Smith, Renette LaFrance, Brandi Crystal: The Transformation Coaches provide guidance and professional development for their respective areas. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for students who are considered "at risk;" assist in the design and implementation of progress monitoring, data collection, and data analysis. They participate in the design and delivery of professional development and provide support for assessment and implementation monitoring. In addition, the Transformation coaches facilitate collaborative planning to ensure aligned lessons that reach the depth of the standards, as well as providing coaching cycles to improve instructional delivery.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	7	3	4	0	0	0	0	14
One or more suspensions	0	0	0	0	0	0	17	19	12	0	0	0	0	48
Course failure in ELA or Math	0	0	0	0	0	0	14	24	12	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	0	0	0	82	72	62	0	0	0	0	216

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	93	91	82	0	0	0	0	266

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	6	2	1	0	0	0	0	9
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Wednesday 8/1/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	25	11	11	0	0	0	0	47
Level 1 on statewide assessment	0	0	0	0	0	0	87	87	67	0	0	0	0	241

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	85	83	72	0	0	0	0	240

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	25	11	11	0	0	0	0	47
Level 1 on statewide assessment	0	0	0	0	0	0	87	87	67	0	0	0	0	241

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	85	83	72	0	0	0	0	240

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Based on 2017 – 2018, FL DOE data report, the data component that performed the lowest is Middle School Acceleration specifically Algebra I. There was a decrease of 26 percentage points (79% to 53%). This is not a consistent trend. For 2014 -2015 the scores were at 28% passing rate in Algebra 1, moving forward to 2015 – 2016, the school continued on the upward trend by gaining an additional 22 percentage points. For 2016 – 2017, there was an additional increase of 29 percentage points, totaling 79% passing rate. However, the 2017-2018 data indicated that there was a significant decrease of 26 percentage points.

Which data component showed the greatest decline from prior year?

The greatest decline of all data points as indicated by FLDOE data is Middle School Acceleration-Algebra I , there was a decrease from 79 to 53 percentage points, which is a decrease of 26 percentage points.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the state average was mathematics proficiency. The school averaged 24 percentage points, while the states average was 58 percentage points, which is a gap of 24 percentage points.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement is mathematics learning gains in the lowest 25%. There was an increase in mathematics data by 27 percentage point between the 2016-2017(33%) and 2017-2018(60%) school years.

There is a consistent trend of increasing the percentage of students in the lowest 25% making learning gains in mathematics from 31% (2015 – 2016) to 37% (2016 – 2017) to 49% (2017 – 2018).

Describe the actions or changes that led to the improvement in this area.

The actions and/ or trends that led to the improvement in this area can be contributed to consistent strategic support by the Transformation Coach & Curriculum Support Specialist , data-driven instruction and targeted instruction though Differentiated instruction.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	22%	56%	53%	15%	51%	52%
ELA Learning Gains	40%	56%	54%	36%	55%	53%
ELA Lowest 25th Percentile	38%	52%	47%	35%	51%	45%
Math Achievement	24%	56%	58%	15%	51%	55%
Math Learning Gains	49%	56%	57%	31%	53%	55%
Math Lowest 25th Percentile	60%	55%	51%	42%	48%	47%
Science Achievement	24%	52%	52%	17%	49%	50%
Social Studies Achievement	51%	73%	72%	18%	63%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	7 (0)	3 (0)	4 (0)	14 (0)
One or more suspensions	17 (0)	19 (1)	12 (0)	48 (1)
Course failure in ELA or Math	14 (25)	24 (11)	12 (11)	50 (47)
Level 1 on statewide assessment	82 (87)	72 (87)	62 (67)	216 (241)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	14%	53%	-39%	52%	-38%
	2017	15%	53%	-38%	52%	-37%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2018	19%	54%	-35%	51%	-32%
	2017	19%	52%	-33%	52%	-33%
Same Grade Comparison		0%				
Cohort Comparison		4%				
08	2018	20%	59%	-39%	58%	-38%
	2017	20%	55%	-35%	55%	-35%
Same Grade Comparison		0%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	15%	56%	-41%	52%	-37%
	2017	15%	52%	-37%	51%	-36%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	31%	52%	-21%	54%	-23%
	2017	15%	49%	-34%	53%	-38%
Same Grade Comparison		16%				
Cohort Comparison		16%				
08	2018	23%	38%	-15%	45%	-22%
	2017	17%	39%	-22%	46%	-29%
Same Grade Comparison		6%				
Cohort Comparison		8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	23%	44%	-21%	50%	-27%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	45%	72%	-27%	71%	-26%
2017	44%	69%	-25%	69%	-25%
Compare		1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	60%	59%	1%	62%	-2%
2017	81%	58%	23%	60%	21%
Compare		-21%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	29	39	32	29	40	42	6	52			
ELL	23	30	29	28	60	69		26			
BLK	20	39	37	23	45	59	25	55	46		
HSP	26	42	44	27	58	63	19	37			
FRL	22	40	39	24	49	60	24	52	53		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	2	16	17	2	25	19		7			
ELL	11	29	16	6	36	37	4	29			
BLK	16	35	29	21	36	25	21	44			

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
HSP	19	35	22	15	42	41	23	39			
FRL	17	35	26	20	37	31	20	42	77		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Ongoing Progress Monitoring (OPM)
Rationale	<p>Data from the 2018 FSA assessment indicates the following increases: ELA Learning Gains increased from 35% in 2017 to 40% in 2018 ELA Lowest 25th Percentile increased from 26% in 2017 to 38% in 2018 Math Learning Gains increased from 37% in 2017 to 49% in 2018 Math Lowest 25th Percentile increased from 33% in 2017 to 60% in 2018 Science achievement increased from 22% in 2017 to 24% in 2018 Social Studies achievement increased from 43% in 2017 to 51% in 2018 However, to sustain the increases and for the school to continue to improve student outcomes there is a need to continue to focus on student centered instruction in the content areas of reading, mathematics, science, and civics.</p>
Intended Outcome	If student ongoing progress monitoring is implemented across all grade levels and core content areas, then students will achieve academic growth in increased levels of proficiency and learning gains. Furthermore, if additional support is provided through systematic progress monitoring, then the percentage of students meeting high standards will continue to increase.
Point Person	Marcus Miller (mamiller@dadeschools.net)
Action Step	
Description	<p>7-week implementation steps to address the area of focus are established by school and district support staff and monitored by the district. They are housed on the district server and can be accessed through request at any time. Some of the overarching actions that will be addressed this year are: Develop a school wide data protocol with the leadership team that includes a process for capturing data (trackers), a calendar with all administrative to teacher, coach to teacher and teacher to student data chats, incentive plan and a process to reflect on the data and establish next steps. Provide structured on-going progress monitoring to track student progress and make adjustments to instruction utilizing the Data Tracking Spreadsheet. Provide comprehensive explicit and systematic data driven instruction to address students' learning needs. Provide differentiated small group instruction through an instructional framework by teachers and interventionists using the push-in classroom model. Use targeted interventions for students not making adequate progress.</p>
Person Responsible	Marcus Miller (mamiller@dadeschools.net)
Plan to Monitor Effectiveness	
Description	<p>7-week implementation steps to address the area of focus are established by school and district support staff and monitored by the district. They are housed on the district server and can be accessed through request at any time. They will be monitored by: Monitoring the school wide data protocol and ensure that the data (trackers) are being kept up to date, all the data chats on the calendar with all administrative to teacher, coach to teacher and teacher to student data chats, are being conducted, implement the incentive plan and consistently reflect on the data and establish next steps. Ensure data driven instruction is consistently evident through classroom walk-through and monthly Data Chats. Conduct monthly data chats with teachers; teachers conduct monthly data chats with students.</p>

Person Responsible Marcus Miller (mamiller@dadeschools.net)

Activity #2

Title Data-Driven Instruction

Rationale Data from the 2018 FSA assessment indicates the following increases:
 ELA Learning Gains increased from 35% in 2017 to 40% in 2018
 ELA Lowest 25th Percentile increased from 26% in 2017 to 38% in 2018
 Math Learning Gains increased from 37% in 2017 to 49% in 2018
 Math Lowest 25th Percentile increased from 33% in 2017 to 60% in 2018
 Science achievement increased from 22% in 2017 to 24% in 2018
 Social Studies achievement increased from 43% in 2017 to 51% in 2018
 However, to sustain the increases and for the school to continue to improve student outcomes there is a need to continue to focus on student centered instruction in the content areas of reading, mathematics, science, and civics.

Intended Outcome If we successfully implement data-driven instruction, then the percentage of students that are mastering standards will increase. If we successfully address our targeted intervention groups, the school will have a larger number of students achieving proficiency and making learning gains.

Point Person Marcus Miller (mamiller@dadeschools.net)

Action Step

Description 7-week implementation steps to address the area of focus are established by school and district support staff and monitored by the district. They are housed on the district server and can be accessed through request at any time. Some of the overarching actions that will be addressed this year are:
 Targeted interventions utilizing data for a broader group of students and academic plans
 Track and monitor students consistently to gauge mastery.
 Ensure that students will receive interventions for targeted areas.
 Hold frequent data chats with students and hold them accountable for academic achievement through consistent guidance and feedback.

Person Responsible Marcus Miller (mamiller@dadeschools.net)

Plan to Monitor Effectiveness

Description 7-week implementation steps to address the area of focus are established by school and district support staff and monitored by the district. They are housed on the district server and can be accessed through request at any time. They will be monitored by:
 During classroom walkthroughs and monitoring of data students will be grouped according to their data points. Data chats will be observed being conducted with teacher/student, teacher/CSS, and teacher/administration. Lessons will include opportunities for remediation and intervention based on the data. Interventionist will be observed assisting an identified group of students. Data will be visually represented in the classroom via a data wall.

Person Responsible Marcus Miller (mamiller@dadeschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

To build positive relationships with parents, Brownsville Middle School implements numerous incentives, activities, and programs that meet the needs of all parents. The Student Success Coach will host monthly parent meetings. During those meetings, instructional coaches are invited to present information on reading/math/science topics to increase parents' conceptual understanding of topics and to enable them to better assist their children with their home learning. The Parent Resource Center is open daily and provides a comfortable, non-threatening environment for parents. Parents are encouraged to become school volunteers in order to play a more active role in their child's school.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The social and emotional education of the students at Brownsville Middle School are provided through a variety of diverse efforts such as classroom instruction, extracurricular activities, a supportive school climate, and counseling services. Students are provided counseling and mentoring through multiple avenues including self report, parent referrals, teacher referrals, administrative referrals, and/or referrals by other concerned individuals. Our counselors have an open door policy, maintain confidentiality, and provide a safe environment for all students to obtain assistance with any and all of their emotional needs so that they may focus on their school work. Students' well-being is the focus of the school. The teachers are being trained on Social Emotional Learning through the MAWI curriculum to assist students in feeling valued and supported. Miami-Dade County Public School (M-DCPS) is implementing a Middle School Redesign initiative with focus on student centered instruction. Additional electives are being offered such as Law Studies, Computers, Drama/Theatre, and creative writing, based on student interest.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

At Brownsville Middle School, transition and articulation activities for incoming 6th grade students and outgoing 8th grade students begin during the third nine weeks. Incoming 6th graders and their parents are invited to school orientation during the summer. Once the school year begins, 6th graders are in designated areas of the building, separate from other grade levels. Sixth grade students are also enrolled in a 6th grade transitions course. Grade level orientations are also held at the beginning of each school year.

Outgoing 8th graders are provided several opportunities throughout the year to visit feeder pattern schools. One such event is a Curriculum Fair at one of our feeder pattern schools, Miami Northwestern. At the event, students tour the high school, meet counselors and program leaders from academies, and complete subject selections. Parents are invited to participate in course selection and academic and career planning at any point in the process. Additionally, 8th grade students will be afforded the opportunity to participate in an in-house Magnet Fair, where they will gather information as well as meet with Magnet Lead teachers from 10-12 high school magnet programs.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The ETO utilizes funds to provide additional support to Brownsville Middle School. Additional funding is used to fulfill the school improvement responsibilities for schools classified as Comprehensive Support and Improvement. M-DCPS funds are used to purchase supplemental materials and technology, to provide incentive pay, intervention and enrichment activities, job-embedded professional development to build the capacity of teachers, coaches, and administrators, and targeted interventions and/or enrichment opportunities through an extended learning day. Title I funding is utilized to acquire transformation coaches who have a history of positive student outcomes as teachers. A stipend is paid to coaches to recruit and retain highly qualified individuals. The school receives additional teaching positions to reduce class size and provide additional courses, to address the needs of all students. Furthermore, each school receives funds to conduct interventions to accelerate student achievement. The school utilizes the funds for during the day, before and/or after school, on Saturdays, and during Spring Break interventions. The school and ETO keep a detailed inventory of all allotted resources.

The school's leadership team along with the (ETO) analyzes all data sources during the summer to problem solve and identify the essential practices to sustain and improve outcomes. The school leadership team meets weekly to discuss the school improvement progress by analyzing student data and adjusts the action steps to adequately meet all students' needs. Additional meetings are held in conjunction with the district to ensure involvement in the ongoing problem-solving and strategic planning to determine how to apply resources for the highest impact to ensure all resources are being maximized and aligned to the progress of the school. A Rapid Response Support Model is implemented to facilitate ongoing dialogue and problem solving within all levels of the district to ensure the school receives the appropriate support to eliminate barriers that impede student achievement. A Data Assessment and Technical Assistance Coordination of Management (DATA/COM) is conducted three times per year at the district level to gain a deeper understanding of the progress the school and make informed decisions that will improve student outcomes. DATA/COM allows the principal to have direct access to the Superintendent and district personnel to gain a deeper understanding of the school data and school progress. The principal, Superintendent, state, and district personnel collaborate to problem solve and align resources to appropriately support the school. Strategic Planning Meetings are held three times per year for the (ETO), Region personnel, and school-site leadership teams to reflect on the implementation of the defined structures and systems to ensure student success. ETO and region personnel analyze qualitative data and the implementation of the school's action plan steps. Strategic Planning Meetings allow collaboration with the school to ensure that all resources are being maximized to accelerate student outcomes.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

We offer students elective courses in business, technology, career discovery, and law studies which focuses on job skills in the respective areas. Student subject selection for these courses takes place in the Spring (March). We've also continued our a partnership with HAMILTON, MILLER & BIRTHISEL LAW FIRM to host the fourth annual "Law Day" at the school. Additionally, Brownsville Middle School has a Career Day event that strongly encourages students to be in attendance and meet professionals in different careers to learn what it takes to succeed in that particular career path.

Part V: Budget

Dade - 6031 - Brownsville Middle School - 2018-19 SIP
Brownsville Middle School

Total:	\$187,720.00
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